

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents literature description related to the study which covers vocabulary learning, the problems in learning vocabulary, learning strategies, strategies in learning vocabulary, problems in using learning strategies and the solutions of the problems in using learning strategies.

2.1 Vocabulary Learning

Learning a new language cannot be separated from vocabulary. According to Alqahtani (2015) vocabulary learning is the important part of foreign language learning because the meaning of new words are frequently emphasized in books or classrooms. Then, Richards and Renandya (2000) says that vocabulary is a core element of language skills and contributes much of the basics on how the learners speak, listen, read, and write. Therefore, gaining the knowledge of vocabulary is necessary since it will help the learners to communicate well.

2.2 Learning Strategies

Learning strategies are the way the students utilize to achieve accomplishment or success in learning. This statement is in line with Chamot (2005) who says that learning strategies are procedures that help a learning task. At the beginning stage in solving unfamiliar language task, the strategy is often conscious and goal driven. Wahyuni & Putri (2019) adds that learning strategies could assist learners to cope with the difficulties of their language task in order to

improve their learning. Furthermore, the study shows that the successful students are applying a wider range of learning strategies for EFL learning significantly more often rather than the unsuccessful students (Qingquan et.al., 2008). In short, it can be concluded that learning strategy is a way that may help the students get the best result in learning language process.

2.3 Strategies in Learning Vocabulary

To learn effectively, students must have strategies. According to Thornbury (2002:144) good learners do the following things:

2.3.1 Using Mnemonics

As stated in Thornbury (2000:145) mnemonics is a strategy of remembering things and the best known strategy is called the keyword technique. This involves devising an image that typically connects the pronunciation of the second language word with the meaning of a first language word. For example, when learning the Maori word *te aroha* or love, the word sounded a bit like the English word *arrow* + *-er*. So, it pictured Cupid with a bow and arrow. Moreover, According to Amiryousefi et.al., (2011) mnemonic is a strategy that improves memory by connecting new information to information that they already know. If the material that is presented by the teacher is related meaningfully to their knowledge, then it will be kept for relatively a long periods of time. Hence, taking clues from verbal and visual will becomes easy.

2.3.2 Word Cards

There are some learner who find difficulty in imaging and beside keyword technique, word cards is the vocabulary learning strategy that more rewarding to use and it is arguably more effective. Then, word cards can expand students' vocabulary knowledge, which can be taught with additional useful material (Baleghizadeh and Ashoori, 2011). Further, word card games can increase students' understanding in the concept of reading and making the students feel happy in learning and stimulate them to learn actively (Sungkowati, 2018)

2.3.3 Guessing From Context

Learners need to have at least 2000 words, and increasing the core of vocabulary to 3000 or even 5000 would reduce the ratio of unknown to known words learners acquire. The learners will always face unfamiliar words in their reading and listening. Guessing from context is probably one of the most useful skills that learners can acquire and apply inside and outside the classroom (Thornbury, 2000:148). Huang & Eslami (2013) adds that contextual guessing strategies are typically used to assess the meaning of unfamiliar words when the learners have lack of knowledge in vocabulary, grammar, or other linguistic elements. Thus the learners need to be able to make intelligent guesses to the meaning of unknown words.

2.3.4 Coping Strategies for Production

When the learners are having a problem with unknowing words from context while reading and listening, guessing the meaning is the strategy that could help.

But, to help the learners when not knowing words while speaking or writing and to recall a word in time, vague terms is equally useful for learners of a second language. Words and phrases such as *a sort of*, *stuff* and *thing* are enlisted to fill the gap. Other ways, the learners do other strategies when facing the gaps in vocabulary knowledge:

- a. Paraphrasing – rather than saying “a bed for carrying sick people” the learners make it to be simple by saying *stretcher*.
- b. Using rough synonym – the learners saying ‘the car is broken’ rather than *the car won’t start*.
- c. Foreignising the equivalent L1 word – for example Spanish speaker correctly omits the final –o in *tranquillo* to produce *tranquil*.
- d. Using gesture and mime – for example, if they want to buy a saw or a hammer.
- e. Using the L1 word – the word would not be very different in the L2, hoping the listener will understand it.

2.3.5 Using Dictionaries

According to Ali (2012) dictionary is an important learning tool that have a vital role in a variety of language learning processes, such as reading comprehension and vocabulary learning acquisition. Therefore, dictionaries can be used when guessing from context is not helpful. It is the sources of words and information of words. The learners prefer to choose bilingual dictionaries rather than monolingual one since they are easier to understand and it is useful for speaking and writing (Thornbury, 2000:151).

2.3.6 Spelling Rules

There are words that make some of the students complicated because there are more than one way to spell a sound and also one way to pronouncing a letter. For example, the /i:/ sound can be spell in a word such as *me, flea, tree, pete, ceiling* and *believe* or the different pronunciation of letters like *ough* as in *rough, thorough* and *bough*. This exists because there are lot of words that are spelt the same but pronounced differently or called as homographs (Thornbury, 2000:155). Tzu & Nation (2004) adds that homographs is two or more completely unrelated meanings that have the same written form, for example: *row of houses* and *row a boat*.

There are also many words that are pronounced the same but spelt differently or called as homophones. These rules will equip learners a handy tool when writing and help them predict the pronunciation of a new word while reading. It is a way to make the learners less dependent on their teacher or dictionary (Thornbury, 2000:155).

2.3.7 Keeping Records

Learning a new word is not instant, the learners need to repeat and conscious study. Much of the words studying will take place outside the class since there is no enough time for review and recycling in class. Thus, the learners need to depend, to large extent, on their own vocabulary records. A few students who are organized well will automatically record the content of the vocabulary lesson in a way to be a useful reference for later study (Thornbury, 2000:156). This statement is in line with Vela & Rushidi (2016) who say that on each week the students get a list of

words and they record those words on their notebook, so that they can regularly take a look in it. Hence, vocabulary notebook is really useful when the students forgetting some words.

2.4 The Problems in Learning Vocabulary

In learning a new language, students easily got problems in vocabulary. According to Thornbury (2002) there are some factors that make learning some words more difficult than others there are:

2.4.1 Problem in Pronunciation

Pronunciation is one of the basic skills in learning a language and it is necessary to avoid misunderstanding. According to Gilakjani (2012) pronunciation is the main part of foreign language learning because it directly affects the capacity of the learners to communicate and perform. Afterwards, he also says that having limited pronunciation skills could drop learners' self-confidence, limit the social interaction, and give a negative estimation of the speaker's credibility and abilities.

Then, Hasan (2018) shows that some students are made a pronunciation error such as [t] sound, fricatives [f, s] sound, affricatives [tʃ, dʒ], and error in pronouncing nasals. Moreover, Thornbury (2002:27) says that for some groups of learners, will have difficulty in words that contain unfamiliar sounds. Many learners find that words with clusters of consonants such as *strength*, *crisp* or *breakfast* are problematic.

2.4.2 Problem in Spelling

Mismatches spelling of a word are likely cause an errors and contribute to a words' difficulty. Words that consist of silent letters are particularly problematic, for example: *foreign, listen, headache, climbing, bored, honest, cupboard, muscle, etc* Thornbury (2002:27). Afterwards, Al-zuoud and Kabilan (2013) says that students face many difficulties when writing, especially in spelling because they cannot spell the words properly and they are unable to convey their ideas. In addition, According to Perveen and Akram (2014) spelling is a linguistic skill and learners should be aware of phoneme or sound and words. Hence, the learners should know and learn how to spell a word correctly so that they can communicate well.

2.4.3 Problem in Length and complexity

Long words seem to be more difficult to study than short ones like a word *discriminateness* (18 letters) and the more complex a word is also more difficult to learn. But, as a guideline, high frequency words tend to be short in English and as a result, the learner is likely to meet them frequently. Besides, variable stress in polysyllabic words like *necessary, necessity* and *necessarily* can improve their difficulty (Thornbury, 2000:27). For example, Ninda (2013) shows that there are three types of word stress error which are: misplaced word stress, double stressing the words, and unstressed words. In the unstressed word the students did not put stress in the polysyllabic adjective word which caused an error.

2.4.4 Problem in Grammar

Learning grammar as the foreign language is difficult since grammar is associated with the word, notably if it difference from its L1 equivalent). Verb such as *enjoy*, *love*, or *hope* are followed by infinitive (to swim) or an –ing form (swimming) can add learning difficulties. Moreover, phrasal verbs is also problematic because some are separable as *she looked the word up* but others like *she looked after the children* are not (Thornbury, 2000:28). Afterwards, a study conducted by Jati (2016) found that the students are made an error by using verb infinitive rather than verb -ing, for example: *we can keep our environment by clean our room every day*.

2.4.5 Problem in Meaning

The learners are likely to be confused when two words overlap in meaning. For example, a case on *Make* and *do*: *you make breakfast* and *make an appointment*, but you *do the housework*, and *do a questionnaire*. Words with multiple meanings such as *since* and *still* can be a problem for the learners as well (Thornbury, 2000:28). In addition, Harmer (2007:36) says that one word can have many meanings and it depends on which meaning is being used. Then, Rahmawati (2012) found that the students' mastery in learning vocabulary can be classify into poor category and one of the less difficulty reasons is meaning. Thus, an unfamiliar concepts may cause a word difficult to learn by the students.

2.4.6 Problem in Range, connotation and idiomacity

Words that can be used in a varied range of contexts will generally be perceived as easier than their synonyms with narrower range, for example, a word *put* is a very wide ranging verb compared to *impose, place, position etc.* Then, words that are very informal may cause problems because of the uncertainty to the connotations, for example: *chuck* for *throw*, *swap* for *exchange*. Then, words or expressions that are idiomatic like *make up your mind* for *decide* and *keep an eye on...* for *watch*. A word *decide* and *watch* mostly more difficult because the meaning is not transparent Thornbury (2000:28). In addition, Saleh & Zakaria cited in Alhaysony (2017) says that one of the primary challenges of idiom in second language learning is that idioms are have unpredictable meaning.

2.5 The Solutions of the Problems in Using Learning Strategies

This part presents the solution of the problem in using learning strategies such as rereading, cross-checking, and watching movies.

2.5.1 Rereading

Some of the students often reread the text in order to construct a more complete representation of a text's meaning. According to Hedin & Conderman (2010) rereading may assist students to solve some difficulties in understanding when using science and social studies passages. Furthermore, rereading can also enhance the exactness of someone's predictions of future test performance for the text material (Dunlosky & Rawson, 2005).

2.5.2 Cross-checking

Using dictionary is one of the strategy in learning vocabulary. Then, there are two different kinds of dictionary, which are monolingual dictionary and bilingual dictionary. However, many students find that monolingual entries incomprehensible and they prefer bilingual sources (e.g., Laufer & Levitzky-Aviad, 2006). Then, according to Thornbury (2000:151) to make the dictionary effective, the learner needs to cross-checking while using a bilingual dictionary. They need to make sure that the translation that is offered has the best choice for the meaning.

2.5.3 Watching Movies

According to Uzzaman & Roy (2015) watching English movies can give the learners a positive impacts to develop their listening and speaking skills. It also developing a better pronunciation and enriching vocabulary. Further, they say that the impacts of learning from watching movies is a long-term effect. Learning from watching English movies can assist the learner to practice the pronunciation of the words that found and make them know the spelling of the words if the movie is subtitled. Further, Albiadi (2018) found that the language learners believed that movies are authentic sources of language learning and can be used effectively to improve language skills including speaking, listening, reading, vocabulary, and writing.